

On the Evaluation of Master of Arts Program in Teaching English as a Foreign Language (TEFL) at Ilam University

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Abstract

Evaluation of the quality and effectiveness of a working program is usually made to determine its degree of success. Reviewing a large number of evaluation models, Stufflebeam's CIPP model (2002) was adopted as the theoretical framework to examine the current program for Master of Arts in TEFL at Ilam University. The participants of the study included 36 graduates of the given major from 2006 to 2012. The data were collected through a researcher-made questionnaire and were analyzed by using Statistical Package for Social Sciences (SPSS.16). The findings revealed that most of the graduates believed that the current program was not as effective and efficient as it was expected and their actual needs were somehow ignored. They suggested that the administrators employ more proficient teachers, apply more practical courses and revise the educational objectives. Hence, the curriculum developers and faculty members are required to take the findings of the present research into account to make the essential revisions and modifications for future decision-making in order to meet the students' needs and concerns.

Keywords: Program evaluation, CIPP model, Higher education, MA in TEFL

1. Introduction

Educational programs are designed to accomplish a set of specific objectives and purposes. To assure that the intended objectives are met, evaluation of the program is an essential step in the whole processes so that the people in charge decide to continue or bring about necessary revisions in the program. Stufflebeam (1971) maintains that the purpose of program evaluation is to focus the attention on the objectives achievement for the next alternative in decision making.

Brown (1989) defined evaluation as "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and quality, as well as the participants' attitudes within the context of the particular institutions involved" (p. 222). Likewise, there are different interpretations of the term effectiveness. Cheng (1996) considers effectiveness as something that has its own criteria and can be measured or assessed from the aspects of qualities and achievements. To Boon (1987) effectiveness in education and teaching program is concerned with how far a course or activity has brought about the intended result pertaining to the acquisition of professional knowledge and skills expected of a teacher (Darussalam, 2010).

As Farzianpour, Emami, Davari-Tanha, Hosseini, and Farzanehnejad (2010) noted, every educational system is composed of five important components (students, teachers, materials, teaching methods, and evaluation) which are closely interrelated. Thus, the aim of the quality system is to systematically assess all the aspects of the program and reveal the positive and negative points of it (Zarrabian, Farzianpour, Razme, Sharifian&Khedmat, 2008). In this relation, some researchers have

focused their attention on the issue of quality and effectiveness in higher education in Iran (Bazargan, 1995a, 2007b, 2007c; Birjandi&Nosratinia, 2009; Mehralizadeh, Pakseresht, Baradaran, &Shahi, 2007; Saif, 2009). The program for MA in Teaching English as Foreign Language (TEFL), which contains some general and specific courses, has been approved and employed in Iranian universities for years. In an attempt to evaluate its success, the present study examined Ilam University MA graduates' points of view about the quality of the inputs, processes, and outputs to judge its quality and effectiveness.

2. Literature review

Program evaluation is a potentially valuable process which leads to an improvement in the quality of educational programs (Harden, Crosby, Davis, Howie, & Struthers, 2000; Mehralizadeh, Pakseresht, Baradaran&Shahi, 2007; Rabbani, Farzianpour, Zamani, Zinaloo, &Shajar, 2006). According to Dessler (1997), to examine the effectiveness of a program, participants' reactions towards the course, learning, behavior and results\ are to be measured. Accordingly, in what follows the relevant evaluation studies which have been done in higher education from participants' viewpoints, are explained in some details.

Güllü (2007) investigated the effectiveness of English program at Vocational School of Çukurova University through the students' perspectives. Findings revealed the participating students highlighted several problems with course such as difficulty of the course content, lack of attractiveness and relevance of course materials, lack of motivation and interest and inappropriate physical conditions. Findings also made it clear that the program did not meet the students' expectations and needs and consequently, an urgent revision and improvement of the program were recommended.

Soontornwipast (2008) carried out a qualitative and quantitative study to explore the impact of Master of Arts program in Teaching English as a Foreign Language program on the graduates of the first three years of the program in Thailand. The data were collected through document reviews, surveys, and semi-structured interviews. Graduates, the students who started but did not complete the program, the staff and the graduates' employers were the program stakeholders who participated in the study. The results revealed that the program had a positive impact on the program graduates in preparing them to be English teachers. Moreover, the program achieved its goal in improving the quality and standards of English teachers to meet workplace requirements. Some recommendations for improvement of the program were suggested: professional development, teaching and learning process, teacher education, evaluation utilization, program management, and organization.

Another study was conducted by Rahimi and Nabilou(2011) to investigate the effectiveness of Iranian EFL teachers' instructional behavior in public and private high schools. The participants were English teachers in seventy-six public and private high schools. The data was collected using an external observer to evaluate teachers' performance and a questionnaire for teacher to self-evaluate. The finding revealed that the English teachers who worked in private schools were more effective teachers than their counterparts in public schools. Moreover, it was also found that there is a positive relationship between teachers' effectiveness and their years of teaching experience.

In amore recent research, Brence and Rivza (2012) conducted a study to analyze the process of quality evaluation of 950 higher education programs in Latvia. The evaluation was conducted according to the frames of the European Social Fund financed project. The collected data were based on Project and interviews with the Project administrators. The findings revealed that quality evaluation was a complex issue due to two main reasons: the number of data necessary for ensuring the evaluation of the higher education quality, and the different types of calculations which were used in higher education institutions.

Üstünlüoğlu, Zazaoğlu, Keskin, Sarayköylü, & Akdoğan (2012) carried out a study to investigate the association between what is desired for the program and the actual state of the program. They tried to describe the process of developing a new teaching program known as the Common European Framework and to evaluate its effectiveness. 236 freshman students and 48 faculty members from 5 different faculties participated in the study. According to the results, there was a significant relationship between students' proficiency scores and perception of their own competencies. The study recommended a series of learner training sessions to augment the awareness of the students, extending the duration of the modules and working in cooperation with faculties to raise the awareness of reciprocal expectations.

Another study was conducted by Karakas (2012) to explore the strength and weakness of teacher English Education Program in Turkey. The research revealed that its weaknesses were more than its strengths, although the pedagogical and theory components of the program were all well covered. Izadinia (2012) carried out a qualitative research to examine student teachers' and teacher educators' views towards their roles. To collect the data, 20 Iranian language student teachers and ten teacher educators teaching at five universities in Tehran were interviewed. After coding and analyzing the data, it was found that there were considerable similarities between student teachers and their teacher educators in terms of their ideas and beliefs about language teaching.

Among the various evaluation approaches and models, curriculum specialists and researchers should choose the most appropriate one in terms of their objectives and conditions. To evaluate the effectiveness of the program in general and the quality of input, process and product in particular, Stufflebeam's CIPP model (1971) was utilized. He was one of "the influential proponents of a decision-oriented evaluation approach" (Sanders and Fitzpatrick 1998, p., 98) which was designed to help educators make appropriate decisions. His model is considered as an approach to evaluation. Ornstein and Hunkins (2004) stated that CIPP model is a comprehensive one which views evaluation as a continuing process. His model is based on two main assumptions about evaluation: 1) evaluation has a central role in inspiring and planning changes and 2) evaluation is a primary component of an educational program (Gredler, 1996). According to Stufflebeam (1971), evaluation has four major processes: context evaluation, input evaluation, process evaluation and product evaluation.

Context evaluation focuses on the goals and needs of the educational program. The results of context evaluation are applied to provide a basis for modifying or planning the objectives and recognizing the necessary changes (Stufflebeam and Shinkfeld, 1985). *Input evaluation* is planned to supply information and establish how to employ the resources to meet program objectives. *Process evaluation* is employed to obtain feedbacks about necessary changes that the decision makers need to predict and overcome practical difficulties and to judge decision alternatives (Ornstein and Hunkins, 1988). *Product evaluation* is utilized to assess, explain, and make a judgment about the achievements of a program (Stufflebeam & Shinkfeld, 1985).

Birjandi & Nosratinia (2009) conducted a study to evaluate MA English Translation Program. They applied Stufflebeam's CIPP Model. The data collected through interview, observation and questionnaire revealed that training an expert translator in this field was ignored to a great extent.

In a similar vein, a study was done by Tunç (2010) which aimed to evaluate the effectiveness of Ankara University Preparatory School program through the viewpoints of instructors and students by applying CIPP Model. The collected data from 406 students and 12 instructors indicated that the program at Ankara University Preparatory School partially served for its purposes. To make the program more effective, it was suggested that the physical conditions, course content and materials of the program be improved.

While there are lots of qualitative and effective evaluations of different programs in higher education, the researchers of the present study could not find any program evaluations TEFL programs in MA level in Iran. With regard to the significant role of program evaluation in improvement of education, the researchers attempted to bring the program under focus to examine its quality and achievement.

3. Statement of the problem

Educational system in Iran starts from primary school to pre-university, BA, MA and PhD degrees. MA in Teaching English as Foreign Language contains 15 courses (see Table 5 in Appendixes). Comprising 34 credits, these courses consist of thirteen obligatory and two optional courses and it often takes two years to accomplish. At the end of this program, students are required to submit and defend a thesis in a book format.

Achieving the curriculum and educational objectives of every program is the most important issue and the failure in meeting the objectives causes a big problem for students, teachers and curriculum developers of that educational setting (Brence&Rivza, 2012; Darussalam, 2010; Farzianpour, F., Dargahi, H., Hosseini, S., Hosseini, S. S. & Hosseini, 2011; Hernandez, 2009; Soontornwipast, 2008; Stufflebeam, 2002). Therefore, it is necessary to know whether or not the required objectives are met. Since the graduates of every program are likely to have an overall evaluation of different aspects and factors involved, the present study attempted to examine the extent to which the current program was successful in achieving its goals from the graduates' viewpoints in this major at Ilam University. Hence, the study attempted to seek the answer for the following question:

1. *How do Master graduates of TEFL at Ilam University evaluate the quality and effectiveness of the program they have passed?*

4. Methodology

4.1. Participants

The target population from whom the researchers intended to collect data consisted of 49 students who graduated in MA in Teaching English as Foreign Language at Ilam University from 2006 to 2012. The researchers called every graduate and invited them to participate in the current research. Among these participants, just 36 graduates, including 21 males (58.3%) and 15 females (41.7%) whose age range was 25 to 36, accepted the invitation. The rest (n=13) did not participate in the current evaluation due to unavailability of their phone numbers or their disinclination to participate.

4.2. Instrument

A researcher-made questionnaire was designed and developed to collect the data. After construction, a pilot study was run to revise the questionnaire which included four open-ended and three closed questions in two type of 5-point Likert scale with labels from 1 (very little, strongly necessary) to 5 (very much, strongly unnecessary) and two in yes/no format. Then, the necessary revisions and modifications were done and some factors were added to make the questions more clear and detailed.

4.3. Procedure

The study was conducted in spring 2012. When the questionnaire was finalized, the researchers distributed and administered it among the participants. Those who were not at hand received the questionnaire as email attachment. The participants were instructed how to complete the forms in person or via email. In general, it took two months to collect the questionnaires. The collected data from the questionnaire were analyzed using Statistical Package for Social Sciences; SPSS.16

Table 1: Frequency and percentages of the participants according to their gender and graduation year

Year	Frequency		Percentage	
	Male	Female	Male	Female
2006	2	0	5.6	0
2007	3	0	8.3	0
2008	4	3	11.6	8.34
2009	4	2	11.14	5.56
2010	4	3	11.6	8.34
2012	2	4	5.5	11.12
Total	21	15	58.3	41.7

5. Results

As it was mentioned before, the applied instrument for collecting data was a researcher-made questionnaire that consisted of nine items. In this section, all the questions are presented with the graduates' responses and their statistical analysis.

Question 1: Did the graduates receive the chart of MA in Teaching English as Foreign Language program?

Amongst 36 graduates who participated in the research, 30 participants didn't receive the program chart and just 6 graduates reported that they received the program chart during their study.

Question 2: If you received the chart, were the goals of the program clear?

Among the six participants who received the chart, most of them indicated that the goals were obscure and unclear.

Question 3: To what extent, did this program provide the necessary knowledge and skills for teaching English?

17.1% of the participants rated item number 3 *much*, 45.7% of the graduates selected *average*, 25.7% rated *a little* and 11.4% chose *very little* scale (Table 2).

Question 4: To what extent, did this program provide the necessary needs for the graduate's job?

11.1% of the graduates rated item number 4 *much*, 41.7% chose *average*, 38.9% selected *a little* and 8.3% chose *very little* scale (Table 2).

Table 2. The percentages of the scales selected for providing the necessary knowledge and needs for graduates

Question 3	Very much	Much	Average	Little	Very little
Necessary knowledge	0	17.1%	45.7%	25.7%	11.4 %
Question4					
Necessary needs	0	8.3%	41.7%	38.9%	11.1%

Question 5: What were the advantages of this program?

The findings revealed that 43.2% of the participants selected *encourage to research* has the major advantage of the current program (Table 4). The second advantage was *introduced useful books* that gained 27.3%. *Good plan for the courses* was the third main factor that gained 18.2% and the *Teachers' teaching methodology* with 11.4% was also considered as another positive point of the program. Though considered by few participants, some other merits about the program were mentioned including some teachers' responsibility in teaching, students' orientation to how to write articles, some teachers' seriousness in doing research and lots of published articles and proper time allocation to the classes which made presenting all of the courses in two consecutive days in every semester.

Question 6: What were the disadvantages of this program?

Based on the participants' viewpoints, there were four main disadvantages. First, 40.4% believed that sometimes teachers didn't teach effectively or in some classes they made students present the lesson instead of teachers. Secondly, 27.7% complained about the large number of term papers they had to submit and also the number of assignments they had to do for one course in one term. Thirdly, 17% believed that teachers didn't respect and behave well towards their students. And 14.9% mentioned that teachers introduced several books for one course and that they did not have enough time to cover all of the materials during a term (Table 4).

In addition to the mentioned demerits, lack of creativity among the teachers, teachers' lack of seriousness in teaching, teachers' insufficient attention on theoretical courses, the great number of teachers' repeated absence, lack of essential relationship between the content of the text books and teachers' teaching, few numbers of proficient teachers, taking many courses with one teacher, unclear program purposes and objectives and the way of testing the students were mentioned as other disadvantages.

Question 7: Did the courses increase your competency in teaching? Or did they help you teach differently?

The findings indicated that 14.7% of the participants agreed that the courses increased or improved their competency and proficiency. 50% believed that their competency or teaching skills increased or improved *to some extent* and the remaining 35.3% believed that their competency or teaching skills didn't increase or improve.

Table 3. The percentage and frequency of graduates' opinions about the influences of the courses on their proficiency and competency

Influence of the course on graduates' proficiency and competency	frequency	percent
Yes	7	14.7
To some extent	17	50
No	12	35.3
Total	34	100

Question 8: To what extent were the courses useful?

As it is shown in Figure 1, the graduates noted the courses: Methods of Research, Advanced Writing, Statistics, Seminar, Teaching Language Skills, Methods of Teaching a Foreign Languages, Testing Foreign Languages, Sociolinguistics, Psycholinguistics, CALL, Discourse Analysis, Issues

in Linguistics, Contrastive Linguistics and Error Analysis, Phonology in TESOL and Translating Islamic Texts are ranked in accordance with their degree of usefulness.

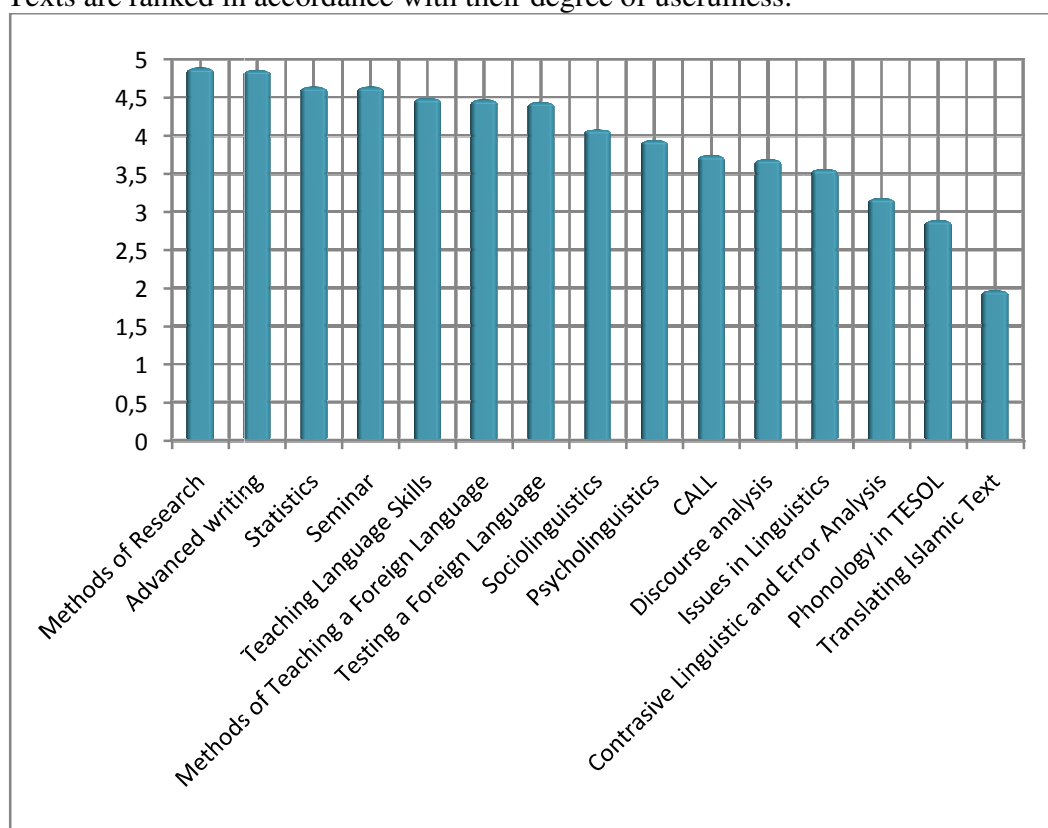


Figure 1. Usefulness and importance of the courses from graduates' point of view

Question 9: In your opinion, what changes does this program need to improve?

Amongst the participants who responded to this question, 40.6% of the graduates recommended that the program employ more proficient teachers, 34.4% suggested increasing the number of practical courses and 25% called for the revision of the educational program (Table 4). In addition to the above suggestions, there were some other recommendations such as substituting certain courses, updating some textbooks, making more connections between the courses, improving the relationship between the teachers and the students, constructing a better relationship between the faculty members and also among the teachers and increasing the number of courses in this program.

6. Discussion

As noted earlier, the responses to questions number 1 and 2 made it clear that the majority of the participants did not receive the chart of the program while they were studying. Moreover, the graduates believed that most of them did not have sufficient and clear information about the objectives of their major and this led to their confusion about the program purposes. Therefore, it is essential that the faculty members seriously take this issue into account and revise the current trend and provide students with more information about the objectives of the existing program.

The graduates' responses for item number 3 indicated that teaching and learning processes in the given program were not as effective and efficient as it was expected. Most of the graduates be-

lieved that the existing program provided *little to average* knowledge and information for them. This finding appears to provide parallel evidence with the findings of Birjandi & Nosratinia (2009) who in their study reported that training an expert translator in that field was ignored to a great extent. Perhaps, teachers and faculty members need to pay a closer attention to those factors pertaining to providing the sufficient knowledge for students including the textbooks and teaching materials and teachers' teaching methodology so that they can better provide students with necessary requirements (Table 2).

Based on graduates' responses to item number 4, the quality and effectiveness of the educational program was considered unsatisfactory and the *students' needs* were somehow neglected. Nearly half of the participants believed that their needs and requirements for future jobs were *meta little*. This result reminded us the finding by Güllü (2007) and consequently inspiring us to suggest that as long as the students' needs and expectations were not met, the program needed necessary revisions and modifications. No doubt the findings indicated that teachers, curriculum developers and faculty members must focus more on students' need analysis and attempt to prepare them for their future jobs.

Questions number 5 and 6 examined the participants' view about the advantages and disadvantages of the program. Determining the strengths of the current program such as encouraging to research, indicated the graduates' satisfaction in some aspects. By identifying all the demerits and weaknesses of the program, it is increasingly required that faculty members cast a critical eye on the existing policy and program so that they could revise and make some changes based on the collected data which will lead to an improvement in the quality and effectiveness of the program (Table 4).

As for item number 7, half of the participants believed that their language learning requirements and objectives were met to some extent. In other words, it is right to say that the program did not pay much attention to the students' competency in teaching and preparing them for future workplace requirements.

According to participants' responses to item number 8, most of the graduates believed that some courses such as Contrastive Linguistics and Error Analysis, Phonology in TESOL and Translating Islamic Texts were less important than others so they can be replaced by other courses which can be more practical and useful or they need to be convinced about the important and the significant of such courses in their study. It seems that if the teachers and faculty members take this issue into account, some of the graduates' problem about their knowledge, competency and proficiency could be solved.

The last item asked the graduates' suggestions for improving the present program. As they had already passed all the courses and have though worked in different educational settings and have encountered some problems relating to their jobs, their recommendations seem worthwhile enough to help curriculum developers to ponder over the students' needs analysis (see Table 4).

On the whole, as far as graduates' satisfaction with what they have learned was concerned, they seemed to think that their learning was not very useful. As a matter of fact, more than half of the graduates maintained that there was a gap between what they studied in their MA program and what they actually encountered in the real work situations. The main reasons for this inefficiency could be an unbalanced distribution of theoretical and practical courses and teachers' methodologies for teaching which led to little opportunities on the part of the students to be practically prepared for future job and its requirements.

Table 4. The advantages and disadvantages of the program and suggestions for the improvement

Suggestions for program improvement	Disadvantages of the program	Advantages of the program
Employ more proficient teachers	Made students to teach or lecture in the class	Encourage to research
Use more practical courses	Lots of term papers	Introduced useful book
Revision of the educational program	Teachers' inappropriate treatment	Good plan for courses
some courses must be changed	Naming large number of books for each course	Teachers' Teaching methodology
Books must be more updated	Lack of creativity among the teachers	Some teachers' responsibility in teaching
More relations must be made between the courses	Teachers' lack of seriousness in teaching	Students' familiarity to write article
Much better relationship between the teacher and the students must be made	Teachers' insufficient attention on theoretical courses	Some teachers' seriousness in doing research and lots of published articles
Much better relationship between the faculty members and also between the teacher must be made	The great number of teachers' repeated absence	A good syllabus for the time of classes holding all of the courses in two consecutive days
The number of courses in this program must be increased	Lack of the essential relationship between the content of the books and teachers' teaching	
	Few numbers of proficient teachers	
	Taking many courses with one teacher	
	Unclear program purposes and objectives	
	The way of testing the students	

7. Conclusion and implication

Regarding the findings, the majority of the graduates who were teachers at different institutes or schools were on the whole not satisfied with the current program. They believed that the existing program was not adjusted to their needs as it was expected to be. Based on their opinions, the program was successful *a little to average* in achieving its curriculum objectives such as educating and training the students and providing the essential required knowledge, skills and proficiencies for the graduates. All of the mentioned objectives were essential to empower the graduates to encounter different complicated requirements and problems while working or teaching in this field. The present evaluation, no doubt, provides valuable implications for program developers or faculty members, teachers and students. First of all, university officials should monitor the program to evaluate its

progress and also supervise different departments' faculty members to ensure that each responsible person attempts to do his best to accomplish his/her responsibilities in the best way. Second, faculty members could take such feedback and comments into account to apply some necessary modifications and revisions for quality assessment and improvement of the existing policy. Third, the teachers must attempt to pay more attention to students' needs and opinions so that they could help students in learning processes and achievement and faculty members in the revision processes. Fourth, it will be a great help to students because under a careful consideration their requirements will be provided and their expectations from the current program will be met. They will gain more knowledge and competence for their future as an expert teacher.

Findings of the present research, though notable and significant they are, inspire further research in the field. Since this study was carried out just in one university in Iran, care should be taken in generalizing the findings. Therefore, such an evaluation can be conducted in different universities in this major to verify the findings. In addition, the current study merely relied on graduates' viewpoints and perceptions about the existing program and teachers or faculty members' opinions were not included. Such queries can be the subject of future research. Moreover, similar research can be conducted, using other methods or instruments such as interview and observation to collect more comprehensive data.

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Appendix A

Table 5. Frequency and percentages of the usefulness and importance of the course

Courses' name	Mean	Completely necessary		necessary		somehow unnecessary		unnecessary		Completely unnecessary	
		percent	Frequency	percent	Frequency	percent	Frequency	percent	Frequency	percent	Frequency
Methods of Research	4.89	88.6	31	11.4	4	0	0	0	0	0	0
Advanced Writing	4.86	88.6	31	8.6	3	2.9	1	0	0	0	0
Statistics	4.64	69.4	25	27.8	10	0	0	2.8	1	0	0
Seminar	4.64	75	27	19.4	7	0	0	5.6	2	0	0
Teaching Language Skills	4.49	68.6	24	20	7	2.9	1	8.6	3	0	0
Methods of Teaching a Foreign Language	4.47	55.6	20	38.9	14	2.8	1	2.8	1	0	0
Testing a Foreign Language	4.44	55.6	20	36.1	13	5.6	2	2.8	1	0	0
Sociolinguistics	4.08	41.7	15	41.7	15	0	0	16.7	6	0	0
Psycholinguistics	3.94	27.8	10	52.8	19	5.6	2	13.9	5	0	0
CALL	3.74	25.7	9	42.9	15	14.3	5	14.3	5	2.9	1

Discourse Analysis	3.69	13.9	5	63.9	23	2.8	1	16.7	6	2.8	1
linguistic issues	3.56	13.9	5	50	18	13.9	5	22.2	8	0	0
Contrastive Linguistic and Error Analysis	3.18	5.9	2	47.1	16	11.8	4	29.4	10	5.9	0
Phonology in TESOL	2.89	8.6	3	34.3	12	8.6	3	34.3	12	14.3	5
Translating Islamic Texts	1.97	2.8	1	8.3	3	16.7	6	27.8	10	44.4	16

Appendix B

پاسخگوی گرامی : ضمن قدردانی بسیار از همکاری شما ، به اطلاع می رساند پرسشنامه فوق صرفاً جهت انجام کار تحقیقاتی مورد استفاده قرار خواهد گرفت و نتیجه آن محرمانه خواهد ماند. لطفاً اطلاعات خواسته شده را کامل کنید و به سئوالات زیر پاسخ دهید. با تشکر از همکاری صمیمانه شما.

- آیا در طول تحصیل در مقطع کارشناسی ارشد برنامه درسی کل 4 ترم در اختیار شما قرار گرفت؟ بله ☐ خیر ☐
- در صورت مثبت بودن پاسخ، آنها را مطالعه نموده و اهداف برنامه درسی شفاف و واضح بودند؟
- تا چه اندازه برنامه درسی دانش و مهارت مورد نیاز شما برای تدریس آموزش زبان را فراهم کرده است؟
☐ خیلی کم ☐ متوسط ☐ زیاد ☐ خیلی زیاد
- برنامه آموزشی تا چه اندازه توانسته نیازهای شما را در مورد کارتان فراهم سازد؟
☐ خیلی کم ☐ متوسط ☐ زیاد ☐ خیلی زیاد
- به نظر شما نقاط قوت برنامه چه بوده است؟ (در مورد اساتید، نحوه تدریس، منابع درسی و تعداد آنها و نحوه آزمون)
- به نظر شما نقاط ضعف برنامه چه بوده است؟
- آیا دروس این رشته در جهت ارتقای توانایی و مهارتهای شما در تدریس زبان بوده است؟ و یا به شما کمک کرده تا بتوانید در تدریس متفاوت عمل کنید؟
- با توجه به جدول ذیل نظر خود در مورد میزان سودمندی دروس اعلام بفرمایید.

1. کاملاً ضروری 2. تا حدی ضروری 3. غیر ضروری 4. تا حدی غیر ضروری 5. کاملاً غیر ضروری

میزان نام دروس	1	2	3	4	5
نگارش پیشرفته					
اصول و روش تدریس زبانهای خارجه					
روش تحقیق					
آشنایی با کامپیوتر					
مسائل زبانشناسی					

				جامعه شناسی زبان	6
				آمار	7
				اصول و روش تدریس مهارتها	8
				زبان شناسی مقابله ای و تجزیه و تحلیل خطاها	9
				آزمون زبان خارجی	10
				آشناسی آموزشی	11
				روانشناسی زبان	12
				تجزیه و تحلیل کلام	13
				ترجمه متون اسلامی	14
				سمینار	15

9. به نظر شما چه تغییراتی برای بهبود و پیشرفت این برنامه لازم است؟

جنسیت: زن مرد سال فراغت از تحصیل: